

Wayland Middle School

Student Handbook 2006-2007

Charlie Schlegel
Principal

John Kavaleski
Assistant Principal

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Home page: www.wayland.k12.ma.us/middle_school/index.html

This agenda belongs to:

Name _____ HR No. _____

Address _____

City, State, Zip _____

Phone _____

Dear New and Returning Wayland Middle School Students,

We hope you have a wonderful school year and find our school a special place to learn and grow. Wayland Middle School strives to be a school where all students are treated respectfully and have the chance to reach their full potential.

We have created the Student Handbook to help you get to know our school better. The handbook includes information like our daily schedule, a list of staff members, and an explanation as to how we organize our school into different "houses and clusters." There is also a clear list of the rules that we follow at the middle school to ensure the safety of all students and some hints for how you and your parents can make the most of your time here.

In short, much of what you and your parents need to know to start the school year is right here in the handbook. We will take some time in the first week of school to go over the handbook with you. We ask that you also review the Student Handbook with your parents and/or guardians. This way we can all start the school year on the right foot.

We hope that each of you will be a productive and contributing member of our school community. We are looking forward to a fantastic school year.

Sincerely,

Mr. Kavaleski

Dr. Schlegel

Wayland Middle School
Bell Schedule
SY 2006-2007

Monday/Tuesday/Thursday/Friday

Grade 6		
Homeroom (Attendance taken @ 7:40)	7:35	7:45
Block 1	7:48	8:44
Block 2	8:48	9:44
Break	9:44	9:52
Block 3	9:52	10:48
Lunch	10:48	11:18
Block 4	11:22	12:18
Block 5	12:22	1:18
Block 6	1:22	2:20

Grade 7		
Homeroom (Attendance taken @7:40)	7:35	7:45
Block 1	7:48	8:44
Block 2	8:48	9:44
Break	9:44	9:52
Block 3	9:52	10:48
Block 4	10:52	11:48
Lunch	11:48	12:18
Block 5	12:22	1:18
Block 6	1:22	2:20

Grade 8		
Homeroom (Attendance taken @7:40)	7:35	7:45
Block 1	7:48	8:44
Block 2	8:48	9:44
Break	9:44	9:52
Block 3	9:52	10:48
Block 4	10:52	11:48
Block 5	11:52	12:48
Lunch	12:48	1:18
Block 6	1:22	2:20

Wednesday

Grade 6		
Homeroom (Attendance taken @7:40)	7:35	7:45
TAG	7:45	8:10
Block 1	8:14	8:54
Block 2	8:58	9:38
Break	9:38	9:45
Block 3	9:45	10:25
Lunch	10:25	10:55
Block 4	10:59	11:39
Block 5	11:43	12:23
Block 6	12:27	1:10

Grade 7		
Homeroom (Attendance taken @7:40)	7:35	7:45
TAG	7:45	8:10
Block 1	8:14	8:54
Block 2	8:58	9:38
Break	9:38	9:45
Block 3	9:45	10:25
Block 4	10:29	11:09
Lunch	11:09	11:39
Block 5	11:43	12:23
Block 6	12:27	1:10

Grade 8		
Homeroom (Attendance taken @7:40)	7:35	7:45
TAG	7:45	8:10
Block 1	8:14	8:54
Block 2	8:58	9:38
Break	9:38	9:45
Block 3	9:45	10:25
Block 4	10:29	11:09
Block 5	11:13	11:53
Lunch	11:53	12:23
Block 6	12:27	1:10

MISSION STATEMENT

WAYLAND MIDDLE SCHOOL

OUR VISION:

Wayland Middle School is a community of learners.

- We believe that all learners need to be rigorously challenged; that all learners need to be empowered with both the basic skills and the critical thinking ability that will enable them to become productive contributing members of a racially and culturally diverse, increasingly inter-dependent, world.
- We believe in the value of both individual effort and group cooperation.
- We believe that our school needs to be a safe, caring place of learning; a place that recognizes the unique value of each person who studies or works in our midst.
- We want to build and continually nurture a school climate that recognizes the importance of serious work and fun too; a school climate that delights in the wonder, energy, and excitement of students in the middle grades of their public education.

COMPONENTS OF MISSION STATEMENT:

In order to implement this mission statement and its vision of what we want to accomplish, we have developed specific goals in the following three categories:

1. outcomes for students;
2. our beliefs about the conditions of learning; and
3. our commitments about how we will work together as educators responsible for the implementation of our shared vision.

I. OUTCOMES FOR STUDENTS

General: Our goal is for all students to demonstrate:

- individual responsibility;
- pride in one's work;
- a tolerance and respect for others; and
- a respect for our environment.

Specifically: Our goal is for all students to develop:

- foundation skills in reading, writing, observing, listening, and speaking;
- the skills needed to appreciate and use mathematics, science, and emerging technology;
- basic knowledge of United States history, world geography, and an introduction to people of the world --their countries, cultures, and religions;
- an introductory knowledge of a world language (other than English);
- a personal appreciation of the fine and applied arts and their potential for enriching one's life;
- self-respect and the commitment to maintain one's physical, social, and emotional well-being;
- appropriate study skills and an ability to organize one's work; and an ability to make connections between and among all of the different disciplines that we study.

MISSION STATEMENT

WAYLAND MIDDLE SCHOOL

II. OUR BELIEFS ABOUT THE CONDITIONS OF LEARNING

In order to maximize the achievement of all of our students, appropriate conditions of learning are important to our school culture. Of the many possible conditions, we have selected what for us are the most critical. The Middle School will:

- be safe for all students;
- be rigorous and challenging to stimulate the greatest possible achievement by each student;
- develop curricula specifically appropriate for early adolescents with an emphasis on hands-on learning;
- provide access to all learning experiences to all students whenever that is a reasonable possibility;
- establish an academic and emotional support system for each student with a team structure whose size and make-up allows for curriculum integration and individual monitoring;
- be structured so that knowledge is integrated, not fragmented, to the greatest extent possible;
- include learning experiences to match the different learning styles of our students; and strategically use field experiences to complement and enhance our in-school learning.

III. OUR COMMITMENT TO WORK TOGETHER AS EDUCATORS RESPONSIBLE FOR THE IMPLEMENTATION OF OUR SHARED VISION

The way in which our staff works together can greatly enhance student learning. Adult collaboration is nurtured by a number of variables that define a positive school climate.

We have selected the most critical variables for us. These are a commitment to:

- help implement the total school vision both within and beyond our classrooms;
- debate each other's ideas for improved teaching and more meaningful curricula;
- periodically observe each other and teach collaboratively with realistic time to plan;
- help each other as we personally and professionally seek renewal and growth each year; and
- respect the differences among us as we bring our unique personalities and perspectives to our teaching.

Faculty and Staff

Charlie Schlegel Principal	John Kavaleski Assistant Principal	
Ablondi, Cathy - Teaching Asst	Green, Catherine - English	Nichols, Jennifer - Science
Anthony, Geoffrey - Social Studies	Griggs, Frank - Custodian	Naughton, Kelly - Social Studies
Battaglia, Richard - Science	Hagan, Kelly - Mathematics	Nims, Marcia - Nurse
Beals, Melissa - Physical Education	Halpin, Thomas - English	Paikin, Pamela - Teaching Asst
Bell, Melissa - Mathematics	Hart, Maryann - Secretary	Paine, Andrea - Teaching Asst
Boschetto, Kathleen - Reading Spec	Hawkins, Kathleen - Science	Paolitto, Diana - Counselor 7
Bracken, Edie - Secretary/Receptionist	Hochstadt, Mindy - Therapist	Parker, Amy - Counselor 6
Brocado, Barbara - Secretary	Humphrey, Noelle - Therapist	Peirce, Meeghan - English
Carabatsos, Sean - Science	Jacobs, Ellen - Literacy	Posner, Joanna - Special Needs
Carmody, Sally - Teaching Asst	Jones, Vangie - Special Needs	Poulo, Rebecca - Mathematics
Caruso, David - Teaching Asst	Karagosian, Ann - BASE	Pruski, Christine - Mathematics
Cavanaugh, Thomas - Physical Education	Lanagan, Joan - World Language	Reddington, Robert - Special Needs
Cerrone, Elsie - Teaching Asst	Langsdorf, Alison - Math	Robinson, Christine - Teaching Asst
Conaway, Patrick - Special Needs	Large, Thomas - Drama	Robinson, Graeme - Teaching Asst
Corbet, Angie - English	Leary, Lelia - Science	Rojas, Ruth - Media Asst/ Receptionist
Dasilva, Mauricio - Custodian	LeBlanc, Marie - Cafeteria	Roys, Phyllis - Secretary
Deandrade, Eli - Custodian	Lee, Ruth - Special Needs	Ryan, Barbara - Art
Dirmeikis, Carrie - English	Lehr, Michael - Mathematics	Saber, Susan - Library
DiSalvo, Sheila - Teaching Asst	Lenz, Frank - Social Studies	Slossberg, Erin - World Language
Dixson, Scott - Special Needs	Lieberman, Ilene - Occupational Ther	Smith, Benjamin - Social Studies
Duesterberg, Luann - English	Longnecker, Thomas - Science	Strauss, Heidi - Occupational Therapist
Elenbaas, Jill - Science	Madrack, Jennifer - Special Needs	Stumpf, Maura - Special Needs
Farina, Stephen - Counselor 8	McCormack, Matthew - Social Studies	Sumner, Donna - Mathematics
Farley, Kevin - Mathematics	McHugh, Carol - Teaching Asst	Suter, David - Custodian
Fay, Susan - English	McCullough, Timothy - Teaching Asst	Sylvester, Jill - Indoor Supervisor
Fernandez-Davila, Daniel -Social Stud.	McKiernan, Stephen - Teaching Asst	Thomas, Joanne - Cafeteria
Ferrando, David - Teaching Asst	McNeill, Deborah - Cafeteria	Tofias, Debbie - World Language
Flaherty, Brian - Science	McNiff, Ginny - Cafeteria	Tolliver, Whitney - Social Studies
Fraser, Shelly - Adaptive PE	McPherson, Dawna - Cafeteria	Toomey, Joyce - Indoor Supervisor
Galvani, Stephanie - English	Memoli, Susan - Music	Trierweiler, Kathleen - Indoor Supv
Ganino, Katherine - Latin	Monahan, Beth Ann - Technology	Valdes, Maribel - METCO Liaison
Gavron, Elizabeth - Mathematics	Montwieler, Jacob - Social Studies	Valcin, Huguette - Cafeteria
Gorsky, Dan - Mathematics	Muffitt, Diane -Band/General Music	Waldstein, Heidi - English
	Murray, Stephen - Music	Williams, Jada - World Language

Additional Faculty and Staff TBA

School Calendar 2006-2007

August 31	Thursday	All staff report for preparation
September 1	Friday	Staff preparation and 6 th and 9 th grade orientations
September 4	Monday	Labor Day - NO SCHOOL
September 5	Tuesday	Classes scheduled (full day)
October 2	Monday	Yom Kippur - NO SCHOOL
October 9	Monday	Columbus Day - NO SCHOOL
November 22	Wednesday	Thanksgiving recess 11:15 a.m. dismissal (no lunch)
November 27	Monday	Classes resume
December 22	Monday	Holiday season recess begins at 2:20 p.m. dismissal
January 2	Tuesday	Classes resume
January 15	Monday	Martin Luther King Day - NO SCHOOL
February 16	Friday	Winter recess begins at 2:20 p.m. dismissal
February 26	Monday	Classes resume
April 6	Friday	Good Friday - NO SCHOOL
April 13	Friday	Spring recess begins at 2:20 p.m. dismissal
April 23	Monday	Classes resume
May 28	Monday	Memorial Day - NO SCHOOL
June 3	Sunday	WHS Graduation (3:00 p.m.)
June 14*	Friday	Tentative last day for students* (1:10 dismissal)

*Tentative date - actual last day for students would depend upon completion of 180 scheduled class days. For planning purposes, parents are advised that the school year will be extended if there are unscheduled school closings. For each day school is closed, the school year will be extended beyond June 14. Given that this is New England, school closings are possible, though Wayland's past practice is to avoid unscheduled closings.

ACADEMIC

THE HOUSES

In all grades at the Middle School, the House provides your home base. Each grade is a House named after famous Americans from our past. Through them we hope to learn something about respecting our surroundings and respecting each other.

Henry David Thoreau lived in Concord most of his life and died in 1862. For two years he lived in a small cabin on Walden Pond just 9 miles from where our school is today. He taught us the value of living simply, the value of appreciating nature, and the value of standing up for our own beliefs no matter what our friends might think.

Rachel Louise Carson was a biologist and author who lived in Maine and died in 1964. She became a famous scientist at a time when few women were choosing science as a career. She warned us of the dangers of pollution to our plant and animal life and ultimately to ourselves. She had the courage to speak out when many doubted her ideas. Today she is remembered as one of the founders of our environmental movement.

Martin Luther King, Jr. was an African-American minister and civil rights leader from Atlanta. A follower of both Thoreau and Gandhi, he fought against discrimination and racial prejudice in his use of non-violence to create change. Martin Luther King Jr. was assassinated for his beliefs in 1968. Today, he is remembered as one of the greatest thinkers, orators, and leaders of our time.

There are house leaders for each of the three clusters in each grade in the school. We also have three school counselors, one for each grade. Your counselor is here to help you, especially if you are having trouble with schoolwork or if you are having problems with another student or teacher. Each counselor has an office. If you want to talk with your counselor, go to his/her office during homeroom, between periods, or after school. Your house leader or counselor can arrange a meeting with all of your teachers and you and your parents when any questions arise about your schoolwork or school life.

THOREAU HOUSE: Grade 6

Henry, David and Thoreau Clusters

Houseleaders: Mr. Smith, Mr. Flaherty and Mr. Halpin

Counselor: Ms. Parker

CARSON HOUSE: Grade 7

Rachel, Louise and Carson Clusters

Houseleaders: Mr. Dixson, Mrs. Lanagan, and Mr. Farley

Counselor: Dr. Paolitto

KING HOUSE: Grade 8

Martin, Luther and King Clusters

Houseleaders: Mr. Reddington, Ms. Galvani, and Mr. Battaglia/Ms. Poulo

Counselor: Dr. Farina

ACADEMIC

PROGRAM OF STUDIES

Courses meet on a five-day rotation (Days A - E). For Grade 6, academic courses meet every day. For Grades 7-8, academic courses meet 4 out of the 5-day rotation. Non-academic courses meet 2 out of the 5-day rotation.

Grade 6	Grade 7	Grade 8
Academic: (5 of 5 days) English Mathematics Physical Science Social Studies Combined Arts: one term per year (2 of 5 days) Art Computer/Drama (1/2 term each) General Music Tech Engineering Other: Health/Physical Education (2 of 5 days) Instrumental and/or Choral Music (Day A and B during Flex) Literacy Workshop and Literacy Boost (by agreement)	Academic: (4 of 5 days) English Life Science Pre-Algebra Social Studies French 7 Latin 7 Spanish 7 Combined Arts: one term per year (2 of 5 days) Art Drama General Music Tech Engineering Other: Health/Physical Education (2 of 5 days) Instrumental and/or Choral Music (Day C and E during Flex) Literacy Workshop and Literacy Boost (by agreement) Math Boost (by agreement)	Academic: (4 of 5 days) Algebra Earth Science English Social Studies Intro to Latin French 8 Latin 8 Spanish 8 Combined Arts: one term per year (2 of 5 days) Art Drama General Music Tech Engineering Other: Health/Physical Education (2 of 5 days) Instrumental and/or Choral Music (Day C and E during Flex) Math Boost (by agreement)

ASSIGNMENT NOTEBOOK

All students are expected to use this assignment notebook or "planner" to keep track of their school life. Homework assignments must be written down in the appropriate column before you leave each class on a daily basis. We hope you will also use the goals section and keep a record of your achievements.

MARKING PERIODS

There are four marking periods called quarters or terms. Half way through the quarters/terms, Progress Reports are sent home. The Progress Report dates and the quarter/term ending dates for the 2006-2007 school year are as follows:

2006-2007

<u>FIRST QUARTER:</u> Progress Reports: October 6, 2006 Grades Close: November 3, 2006	<u>THIRD QUARTER:</u> Progress Reports: March 2, 2007 Grades Close: March 30, 2007
<u>SECOND QUARTER:</u> Progress Reports: December 8, 2006 Grades Close: January 19, 2007	<u>FOURTH QUARTER:</u> Progress Reports: May 11, 2007 Grades Close: June 14, 2007

PROGRESS REPORTS

Progress reports come out in the middle of each quarter (see above). The purpose of a progress report is to let you know how you're doing in each course. Progress reports will estimate quiz and test grades, your homework preparation, and your effort. Progress Reports give detailed information so that students can take immediate corrective action if necessary. All students get a progress report in all major subjects each term. Once students receive their progress reports, parents are asked to sign the parent/guardian sheet (you should retain the progress reports themselves) and return the sheet to their homeroom teacher.

REPORT CARDS

Report cards are issued on or about the first Friday after the close of the marking term (see above). Report cards will be distributed in school and taken home by the students. Report cards are meant to be final judgments for the term and are therefore less detailed. The final report card will be mailed home. The final marking term will depend upon the completion of 180 school days. Like progress reports, the report cards cover sheet must be signed by parents and returned to homeroom teachers.

REQUIREMENTS FOR PROMOTION

Students will be promoted if they:

- successfully meet requirements in all major subject areas, or all except one.
- pass Physical Education.
- attain a minimum grade of "C" in an accredited summer school in courses he/she has failed.
- receive a minimum of 30 hours of private tutoring and successfully complete the departmental examination in courses he/she has failed.
- have already been retained once during his/her middle school career.

MARKING SYSTEM

Letter Grade	Numerical Average	Quality Point
A	95 or above	4.0
A-	90 to 94	4.0
B+	87 to 89	3.0
B	83 to 86	3.0
B-	80 to 82	3.0
C+	77 to 79	2.0
C	73 to 76	2.0
C-	70 to 72	2.0
D+	67 to 69	1.0
D	63 to 66	1.0
D-	60 to 62	1.0
F	59 or below	0.0

MAKE-UP WORK

If you are out of school for a day, you are expected to make up your work as soon as possible. You should call a friend to find out what assignments you have missed. If you are absent for several days, you have to make up your work within two weeks of your return to school. When you come back from being absent, check with your teachers to see what you've missed. Go to help sessions to make up

tests or to have things explained to you. If you get an incomplete grade on your report card, you have two weeks to make it up after the term ends. Your parents may call on the second consecutive day of absence before 9:00 a.m. to receive the homework by 3:30 p.m. If a call is received after 9:00 a.m., the homework will be made available on the next day.

PROLONGED ILLNESS

If you get sick for a long time, call the school every few days and we will arrange to have your work sent home. It really helps if you can keep up with your work while you are ill. If you're ill for 10 straight school days or more, we will help you get a home tutor.

WEEKLY REPORT CARDS

If you, your parents, and teachers think it will help you, the Houseleader or Counselor may decide to produce a *weekly report card*, showing your grades week-to-week in each course. We only do this for a month at a time with students who might improve in performance if they know how they are doing each week. The teacher is responsible for filling it out, the student is responsible for bringing it home and returning it, and the parent is responsible for signing it each week.

BEHAVIOR

As a learning community, we believe that all students and staff members have a right to feel safe. This includes the right to be protected from hurtful and derogatory remarks, even when people are "joking around." Areas of concern include: comments about race, family, sex, sexual orientation, religion, economic status, appearance, age, or ability. We will address these remarks whenever and wherever they occur. Our goals are to help us appreciate our differences and make us more sensitive to the feelings of others. We strive to create a true sense of belonging for each person at Wayland Middle School.

THE RULES

In order to work well together there is a small but clear set of school rules that help us to function as a community and to allow students and teachers to feel safe and secure in the school. The rules are based on common sense and allow us to do four things: 1) be physically safe; 2) work together in classrooms and common space; 3) assure good health; and 4) obey local and state laws. There are only 10 rules, but all of them are strictly enforced.

Rule 1: All fighting is forbidden.

Why: Every student should feel safe. When people fight, personal injury or property damage can occur, and, frankly, there are better ways to solve differences.

What Happens: You get suspended for at least one day, and your parents are notified. It doesn't matter who starts the fight. You will get suspended just for being in one.

Rule 2: You can't bring any dangerous objects or weapons on the school bus or to school. This includes such objects as knives, slingshots, matches, lighters, fireworks, safety flares, or any other explosive material to school.

Why: It's against state law, and we don't want anyone to get hurt.

What Happens: The objects are taken away, your parents and the police will be notified, and you will be suspended or expelled.

Rule 3: You may not damage school or student property. You may not write on the walls, desks, lockers, bathroom stalls, etc.

Why: It's common decency. School property belongs to all of us, and should be usable for a long time.

What Happens: You pay for any damage and may be suspended. You may also work on a clean-up crew after school. If we deem the offense serious, the police will be notified.

Rule 4: You may not write threats of any kind on the walls or in notes. You may not write threats on the computer in school or outside of school.

Why: It is against the law. It is also common decency, and everyone has a right to feel safe.

What Happens: The writing of threats will be reported to the police and will lead to suspension or expulsion. You will lose the privilege of using the school computers. When it comes to threats, no excuse is acceptable.

Note to parents: In the past few years, there has been a significant increase in students using home computers to write hurtful messages to other students via email, instant messaging, or common websites. While some of this is obviously beyond the ability of the school to control, we hope that you will help us keep this kind of unfortunate behavior to a minimum. If we find out that students are being deliberately hurtful outside of school, we will do our best to notify you and we may deny the in-school use of computers as a consequence for this hurtful behavior.

Rule 5: You can't take anything from anyone else or from anyone else's locker.

Why: It's stealing, and everyone has a right to privacy in his/her assigned locker.

What Happens: The office is informed, and the punishment can range from detention to suspension. Your parents will be notified. If the stealing is significant, the police will also be notified.

Rule 6: Drugs and alcohol are not allowed in school, nor should they be used outside of school.

Why: It's against state and local law, and it's horrible for your health.

What Happens: If they are brought to school, you are sent to the office, your parents will be notified, the police will be notified, and you will be suspended or expelled. You will also be placed on a probationary status for any up-coming school trips or immediately removed from these trips. An automatic referral will be made to our Intervention Team. If alcohol or drugs are used outside of school, we reserve the right to exclude you from participating in any over night school trips or co-curricular school activities (e.g. dances, graduation ceremony, etc.)

Rule 7: You're not allowed to possess tobacco of any kind.

Why: It's harmful to your health and other people's health, and it's against the law.

What Happens: You get at least a one-day suspension and a parent conference. If you're caught more than once, the suspension increases.

Rule 8: You can't skip school. You can't leave the school grounds during the school day without permission. If you are late to school, you must come first to the office with note from your parents/guardians or your parent/guardian should have called the school.

Why: Your parents understandably assume that you are at school, on time, and safe.

What Happens: For skipping school you get at least one hour of detention every time you are missing, and we notify your parents. If you do it again, the penalty doubles, or you will be suspended. If you come to school late without a note or a parent phone call, you get an automatic general detention that day. Failure to report to the office when you are late can lead to a suspension. If you are late 10 or more times, we will convene a meeting with your parents to devise a solution to this problem.

Rule 9: You may not cheat on quizzes, tests, projects, and homework.

Why: It is not fair to other students, and you don't learn the material.

What Happens: You will receive a zero, and your parents will be notified.

Rule 10: You need to wear appropriate clothing to school.

Why: While choosing your clothing is a personal decision and involves a combination of taste, trends, and common sense, we make a clear distinction between clothing items that are appropriate for outdoors or for a beach, and clothing that is appropriate for a school. Regardless of current styles, the following guidelines should be used:

1. We expect "underwear" to be under your clothes and not visible to others.
2. Students are expected to wear and use a belt for any pants that do not stay up without the use of a belt.
3. Tank tops of any kind are inappropriate, as are shirts that don't reach one's shorts, skirts or pants. Further, shorts and/or skirts that do not extend past the reach of your fingers are more appropriate for a beach than a school.
4. Clothes that advertise drugs and alcohol or promote violence or other types of inappropriate behavior are not allowed and contradict the very goals and purpose of building a safe school for all of us.

What Happens: Students will be asked to call home for more appropriate clothing or, if available, use the sweater, sweatshirt, or jacket, etc. that they may have in their locker. Our expectations of appropriate clothing apply to all school events, including field trips and evening activities.

CLASSROOM BEHAVIOR

All of the teachers have some of their own rules, but essentially they want you to work hard and learn a lot. And they don't want you to interfere with other people's learning. The rules are simple: go to class, arrive on time and prepared to learn, and actively participate in each class. If for some reason you need to be out of your assigned class, you will need permission from your teacher.

If you are disruptive in class, the teacher will send you to the office where you will fill out a form giving your version of what happened. If you and the teacher can't agree on why the problem occurred and what must be done to avoid it in the future, the Principal or the Assistant Principal will sit down with both of you to address the issue. You may receive a detention from the teacher and/or the office. If the problem continues, you can expect you and your parents will need to come in for a conference.

THINGS FOR YOU TO REMEMBER

You are here to learn.

Consequently:

- Electronic games, playing cards, radios, CD players, or tape recorders are not allowed in school. They must be in your book bag **before** you enter the building, and remain in the bag or locker until **after** you leave at the end of the school day. They are distracting to learning and too often disappear.
- Cell phones may not be used and must be kept in your locker or book bag during the school day. No exceptions. Students who need to use the phone to arrange for rides and check-in with parents may use the office phone upon permission from their teacher.
- School computers may be used only for schoolwork.
- You can't sell anything in the school, unless it is part of an approved school activity.

- The library may only be used with teacher permission and when that teacher, or a teacher that has been designated, supervises you. Students must have the permission of the teacher supervising in order to use the library.
- There is no pushing or shoving in the hallway, even when you're "just fooling around."
- Items of personal value should be left at home, not brought to school.
- **Before school:** Students should arrive no earlier than 7:00 am, unless they have an appointment with a teacher or a scheduled event, such as jazz band, extra help, etc. Students who arrive before 7:15 must wait directly in front of the office until that time.
- **After school:** All students who are at school after regular dismissal must have the permission of a teacher. Students in the building after school who are waiting for a ride must wait in the lobby, directly in front of the office.

BIKES AND SKATEBOARDS

Students may ride bikes to school if they follow these important rules:

- You must have a lock for your bike only.
- You must walk your bike past the parent pickup driveway during dismissal.
- You need to wear your bike helmet.

Recreational skateboarding is not allowed on school grounds. If you come to school by skateboard, you may keep your skateboard in the office for safe keeping during the school day or in your locker.

THE DAY

ATTENDANCE

- **Absence:** If you are absent your parent must call or email the school by 7:30 am to notify us that you will be absent.
- **Lateness:** When you are late for homeroom (school), you must check in at the office before proceeding to class. Students who are late to school must have a note or your parent must call or email the school by 7:30 a.m. or you will receive a general detention that day.
- **Early Dismissal:** If you are hurt or sick and it is necessary for you to go home, the nurse will call your parent and arrange for you to be picked up. If you have an appointment (doctor, etc.) during the day, your parent or guardian must give you a signed note to give to the office before school. The office will issue you a dismissal pass. At the dismissal time, you should come to the office to check out before meeting your ride out front. Your parent does not need to come into the office. If your dismissal is unexpected and you didn't bring a note, your parent must come into the office to sign you out.

TIME BLOCKS

The Middle School has a ***Block Schedule***. These blocks occur at the exact same time on Monday, Tuesday, Thursday and Friday and are 56 minutes long. All Wednesdays are the same as well, and each time block is 40 minutes long. There are always six time blocks each day.

At the Middle School we use a rotating block schedule. While the schedule has time blocks that are the same each day, the total of 7 periods rotates through this schedule each week. For example, in grades 7-8, the subject that you take period 1 meets in the 1st time block on A day, the 3rd time block on B day, the 4th time block on C day, the 5th time block on D day, and does not meet on E day. The purpose of this rotation is to ensure that no subject meets just at the beginning or the end of the day when some students are the most tired. Your teacher will help you fill out your new schedule during the first week of school and color code it by subject so you know when each subject is meeting each

day. Don't worry if you don't get it right away. You will have lots of chances to review our schedule with your homeroom teacher the first week of school.

Flex takes place two days each week during 2nd block. Flex is a time for help sessions with your teachers, music electives, starting your homework and/or reading. Each Wednesday there is a **TAG** period (Teacher Advisory Group) at the start of the day. If you have to go to class on the other side of the building, you really have to hustle. Every day there is a short **BREAK** after the 2nd time block to give students time to get all the books they need for the periods before lunch and a chance to relax. **LUNCH** is thirty minutes. It gives you time to eat and see your friends.

LETTER DAY

The Middle School goes by five letter days, instead of the days of the week. Each day is either letter A, B, C, D, or E, and they keep rotating through the year, with occasional exceptions.

HOMEROOMS

Your homeroom teacher tells you what's going to be happening that day or for the rest of the week. In the morning, the first place you go to is your homeroom. All students should arrive in their homeroom between 7:30 and 7:35. Attendance is taken at 7:40 a.m. If you arrive after 7:40, you are late. You have to be there on time or you'll be marked tardy. If you are late to homeroom, you will need to go first to the office so that the attendance can be corrected. The few minutes of homeroom are pretty relaxed. Kids either talk with each other and the teacher or do homework. It's a nice way to start the day. Morning announcements are made at 7:43.

FLEX PERIOD

Flex happens two days each week. If you're missing work, have been absent, or do just not understand things, go to a help session during Flex. Your teachers will tell you how to sign up for help sessions at the start of the year. Sometimes a teacher may decide that you need to go to the help session even if you don't think so. Help sessions are a really good place to get help on something that is likely to be on the next day's test or to clarify something you didn't understand in class that day. It is also a good place to start your homework.

If you don't go to a help session, you will be going to a study/reading hall (usually in your homeroom). The teachers insist that you read, do homework, or study quietly for the entire FLEX period.

If you are in Band, Chorus, or Orchestra, these will meet twice a week during FLEX time as well. With the permission of Band, Chorus or Orchestra teacher, students will occasionally be able to miss a rehearsal for a needed help session.

TAG

Every student is in a TAG Group (Teacher Advisory Group). Each group will have approximately 12 students and one teacher. TAG provides valuable time for teachers and students to get to know each other, listen to each other's perspectives and generally build the types of relationships that help everyone feel more a part of the middle school. Sometimes there will be a group activity and other times there will be an open-ended discussion. Your TAG group will meet every Wednesday morning for 25 minutes.

BREAK

After Time Block 2, there is a brief break to give students a chance to get books or a snack from

their lockers, use the bathroom, or talk to a friend. Any food eaten during break must be eaten in the Cafeteria or in your third block classroom (if your teacher gives permission). No food should ever be eaten in the hallways or in the other open spaces of the school.

CAFETERIA

There are three lunches: one for each grade. In order for lunch to run smoothly, there are guidelines that we all follow:

- Students are expected to eat lunch in the Cafeteria unless they have permission to eat elsewhere by a teacher. If for some reason you will not be eating in the Cafeteria, you will need written permission from the teacher. This applies for all clubs, extra help and lunchtime detentions.
- Students who need to leave the Cafeteria during lunch for any reason must have the permission of the person in charge of lunch.
- Don't cut in the food line or buy food for a friend who is not in the line.
- When you are through eating, check to see if the table is clean, empty your refuse in the barrel, and recycle all cans.
- All students, on a rotating basis, will help clean up the Cafeteria.

After eating you can chat with your friends. The lunch itself is good. You have a choice of a hot lunch, or a soup and sandwich lunch every day. You can also bring your own lunch and just buy milk.

PHONES

Cell phones are not allowed and must be kept in your locker or book bag during the school day. If you need to use the office phone at any point during school, you must have written permission from your teacher. Students may use the office phone after school, provided they wait their turn politely.

LOCKERS

Every student is assigned two lockers: a hall locker for your clothes and books, and one in gym for gym clothes. Please lock your lockers. (When personal items disappear, it is often out of lockers left unlocked.) Your hall locker is only used for getting your books and belongings or putting them away. It is not a place to hang out. We have designated open areas for each grade so that you can meet your friends. Your gym locker is for keeping your gym clothes and valuables when you're at gym. You should get in the habit of locking your gym and hall lockers each time you use them. If you lose your gym lock, it will cost you \$5.00 to get a new one. Do not share your combination with a friend. It leads to misunderstandings. **Please Note:** the locker assigned to you is school property. Nothing illegal should ever be in a school locker. School administrators, teachers, and/or staff members reserve the right to periodically look through the locker assigned to you.

BUSES

Riding the bus is considered to be part of the school day. School rules apply to student conduct on buses. The drivers will report any student who does not behave well. Students will be denied bus use if they do not obey the rules or act in a safe manner. Students will be expected to pay for any damage that they do to a bus.

PARENT DROP OFF AND PICK UP

Your parents may also drop you off before school and/or pick you up after school. As you know, safety is our number one priority. For that reasons, we have two requests: 1) Parents must use the drive on the west side of the building. 2) Students may only get in and out of the car from the sidewalk that

runs next to the west side of the building. Students may only walk across the drive at the crosswalk just before the school's main drive (to catch their ride or leave school grounds). If your parent/guardian needs to pick you up during school hours, you should tell him/her to meet you at the front entrance. It is easier for you and us that way.

DETENTION

There are two ways you can get into trouble and stay after school. If you misbehave with one of your subject teachers, you will get a teacher detention. If you misbehave in the lunchroom or another public space, you get a general detention assigned by Dr. Schlegel or Mr. Kavaleski. General Detention lasts from 2:25 to 3:10.

Detentions are served the day you get them unless you are unable to get a ride home. You must bring a note from your parents the next morning and serve the detention that afternoon. If you skip a detention, you get two detentions. If you skip twice you get four detentions, and your parents have to come in and see Dr. Schlegel or Mr. Kavaleski.

Detention is unpleasant. You just sit there without talking. You may do homework or read silently. Try to avoid it. If you have two things to do after school, like intramurals and detention, detention ALWAYS TAKES PRECEDENCE over the other activity. Once you have been assigned three general detentions, your parents are automatically asked to come in with you to discuss the problem with the Principal or Assistant Principal.

AFTER SCHOOL

The general after school policy for all students is that you can only stay after school if a specific teacher is in charge of you and your activity. In other words, you always need a teacher's permission. If you are waiting for a parent to pick you up, you may sit in the front lobby and talk quietly with your friends or wait outside. You may not wander the halls. Further, no student should ever leave school grounds and then come back to school without the permission of your supervising teacher, the Principal or Assistant Principal.

There are, however, all kinds of great reasons to stay after school under the supervision of a teacher. Here are a few:

STUDENT COUNCIL

The Student Council is a very active part of our school life. They sponsor dances, snack bars, school activities and community service. Any student can participate in Student Council as a member. In the fall, Student Council members elect the Student Council officers: President, Vice-President, Secretary and Treasurer.

SPORTS

Our sports program includes soccer, field hockey, fall cross-country, basketball, spring track, baseball, and softball, in addition to occasional short seasons of other sports. Many students play intramural sports. We also have team sports and play against other schools. While both 7th and 8th graders are eligible to be on our inter-scholastic teams, preference is given to 8th graders of equal skill so that more students in each class will get a chance to participate during your three years at the Middle School.

CLUBS

Each year we have a variety of after school clubs and activities, such as Music, Drama, a Rocket Club, a Step Team, an Outing Club, and a Newspaper Club. We also have a Math Team and participate in the Science Olympiad. If you have an idea for a new club, please let us know. Each club meets about once a week and is fun. Listen for announcements about each club in homeroom time in the fall.

YEARBOOK

Students put together a yearbook that is distributed in June. The production of the yearbook will appeal to students with interests in photography, writing, and design.

BAND, CHORUS, AND ORCHESTRA

If you play an instrument or like to sing, there are three groups to join - the Band, the Chorus, or the Orchestra. The music groups meet during the day and count as an elective course. At least twice a year these music groups put on concerts for students, parents, and the public.

DANCES (Grades 7 & 8 only) and Socials (Grade 6)

There are several evening dances each year. Dance tickets cost less if you buy them ahead of time. The dances are held at the school. Refreshments will be sold during the dance. For sixth graders several after school social events are planned by the sixth grade staff and students.

SOME QUESTIONS STUDENTS MIGHT HAVE

Will I ever get to see my friends if they are in the other cluster in my grade?

Before school, study halls, passing time, break, music, (orchestra, band, and chorus) and lunch are times when students from different clusters are mixed together.

This school sounds pretty serious. Do we ever have a chance to have fun?

The business of learning all you need to know is pretty serious. It is also fun! We try to balance academic work with a combination of less serious activities, clubs, social events, and *great* field trips.

Are gum, candy and junk food allowed in the school?

As you can imagine, it's difficult in today's world to completely eliminate gum, candy and junk food from the life of the school. Gum chewing is not allowed and the selling of any food by students is against school rules, except for pre-approved periodic bake sales.

How can I join the activities and clubs that happen after school?

Listen to the morning and afternoon announcements. Look for posters in the lobby. Most importantly, ask your classmates, homeroom teacher, houseleader, or counselor! Don't miss out on the fun!

Guidelines For Parents/Guardians

There are a number of things parents can do to help us ensure that your child has a safe, rewarding and successful time at our school. Below are a few things to remember and rules to follow. In addition, sign up for the Middle School's listserv, through which you will receive our regular newsletter as well as other updates on middle school events. There is also a Wayland school calendar available for viewing on line. It contains the details on the events happening at the schools. We also encourage you to attend our Back to School Nights, Thursday, Sept. 21 for our sixth grade parents and Thursday, Sept. 28 for our seventh and eight grade parents. Both events start promptly at 7PM. Back to School Night is a great chance to meet each of your child's teachers and learn about their respective classes.

ATTENDANCE PROCEDURES:

In order to ensure the safety of every student, it is crucial that we both know when your child is absent. For this reason we ask that all middle school parents/guardians call the main office before 7:30 a.m. to report a child's absence for that day. Parents/guardians must also call if a child will arrive at school after 8:00 a.m.

There are two ways to notify us:

1. Call the school at 508-655-6670 and leave a message in the attendance mailbox (you will be directed to the mailbox). Please be sure to include the date, your child's full name and grade
2. Send an email, including your child's full name, grade and date of absence to MS_ATTENDANCE@WAYLAND.K12.MA.US

If your child is absent multiple days, you should call/email each day. If we do not receive notification from parents/guardians of students not in school that day, the office will contact you at your home to be sure you know where your child is that day. If there is no answer, we will leave a message for you to call the school back. If we do not hear back from you, we will call you later that day.

Finally, please remind your child if he/she is late in the morning of the importance of checking in at the office. Otherwise your child will be marked absent and you will receive a call. You do not need to send a note following an absence or tardy. You only need to send a note for an early dismissal.

STUDENT FEES

There are three central kinds of fees at the middle school: payment for school-day events, fees for inter-scholastic sports and a one-time \$50 fee for participation in co-curricular activities (clubs, plays or competitions). Nonetheless, the cost of participation should never restrict or dissuade a student from participation. Parents interested in a scholarship or some type of financial assistance should simply contact their child's teacher, house leader or the principal/ assistant principal. Our goal is that every student has the opportunity to participate fully in the life of our school, regardless of family income or ability to pay the associated fees.

Students may pay the fee by check or cash. Teachers, coaches or after-school supervisors will instruct as to whom they must deliver their payment upon introduction to the school event, club or sport.

Fees for School-Day Events

Throughout their time at the middle school, students will have the opportunity to join their classmates on a special trip that is a part of the regular school program. The seventh grade's trip to Cape Cod and the eighth grade's trip to Washington DC are the most noteworthy (and most expensive) of the offerings at the middle school. Smaller trips to the Museum of Fine Arts or cross-country skiing, for example, are also events that we organize in order to provide each child with a top-notch middle school experience. We will notify parents about each event and the associated costs in writing long before the actual trip, so that you can accommodate such costs as necessary. Again, our expectation is that all students have the opportunity to participate and, thus, the middle school will provide financial help to any family who needs it upon parent/guardian request.

Fees for Participation in Inter-scholastic Sports

Participants on our boys' and girls' soccer, field hockey, cross country, girls' and boys' basketball, baseball, softball and track teams are required a \$100 participation fee for each sport. Students will be required to pay the fee only after they have been notified that they were selected for the team.

Fee for Participation in Co-Curricular Clubs or Activities

Students are required to pay a **one-time** \$50 fee for their participation in *most* of our activities after school. Specifically, the \$50 fee covers students' participation in all of the after-school activities listed below.

Jazz Band	Roots & Shoots
Select Chorus	Rocket Club
Honors Chambers/Orchestra	Science Olympiad
Stage Band	Spring Musical
Newspaper Club	Literary Magazine
Math Team	Outing Club
Yearbook/Photography	Community Service
Student Council	Science Clubs
Intramural Sports	

Please Note: After-school participation fee is not required for any club or activity **not** listed above, including our Homework Clubs (6th, 7th, or 8th), our after-school program specifically designed for Boston-resident students and our Step Team, coordinated by outside volunteers. The one-time after-school participation fee does not cover students' participation in inter-scholastic sports.

SOME THOUGHTS FOR SUPPORTING YOUR CHILD'S SUCCESS

One of the biggest differences between successful and unsuccessful students is study habits. Good study habits do not come naturally to most of us. Studying needs to become a habit, and parents and guardians can help you develop this ability. Study habits take time and work to develop. Good study habits are an important key to success in school. We hope the following hints will be helpful to our students and their parents/guardians:

A. Create a study area

Provide your child with a room or corner of a room without distractions. The study area should have the following items:

- desk, table, or writing surface;
- pencil, pens, ruler and paper, a set of colored crayons or markers;
- a dictionary and an atlas;
- good lighting.

The study area should be **without** the following items:

- television, loud music, games, and a telephone;
- friends or noisy siblings;
- exception: the family pet!

B. Encourage your child to do homework at a regular time

- Make up a study schedule. Since an assignment notebook is provided by the school, check to see that the assignments are written down.

C. Make sure your child has the proper supplies for school. These include:

- a three ring notebook;
- notebook dividers, paper, pens, and pencils;
- three hole pencil case;
- ask what special items may be needed.

D. Preparation for the school day

- Encourage your child to get clothes and school materials ready the night before. This can save confusion and temper flare-ups in the morning.

E. Enforce reasonable hours

- Ensure your child will be able to perform well in school the next day by having him/her get the proper amount of sleep. It is recommended that early adolescents get at least eight hours of sleep a night.

F. Attend Back-to-School Night

- Back-to-School Night is the best way for you to learn what your child is studying in school. This year Back to School Night will be Thursday, September 21 for grade 6 and Thursday, September 28 for grades 7 and 8.

G. Join the Parents' Organization

- We invite you to join and participate in the activities of the Parent-Teacher Organization. We typically meet the first Tuesday of each month here at the Middle School and once a year in Boston.

H. Get academic help for your child

- Do not hesitate to seek academic help for your child. The teacher, counselor, or houseleader can be of assistance. Call the school for help or to set up a meeting time or email your child's teachers directly (addresses are available through our website).

HOMEWORK

A. Types of Homework assigned

1. **Practice**: practice assignments are assigned to provide students an opportunity to reinforce newly acquired skills or to apply recently acquired knowledge.
2. **Preparation**: preparation assignments are assigned to help students obtain sufficient background information in order to be prepared for the following day's discussion or lecture.
3. **Extension**: extension assignments take the study beyond the work begun in class and encourage an individualized and often creative and imaginative pursuit of knowledge.

B. Assignment notebook

Since an assignment notebook (student planner) is provided in school, it's really useful to check periodically to see if there is a match between work listed on the daily calendar and what your child has accomplished that evening.

C. Amount of time spent on homework

At the Middle School, students usually receive assignments in most major subjects four times a week. Occasionally there are assignments in other subject areas. Students/parents should set aside an average of one to three hours each evening for homework. While time required for each evening's assignments will vary and all students study at a different rate, students should establish the habit of a regular study/reading time each school night. Some assignments will be long term, some short term. Teachers within each cluster work together to stagger assignments, projects and tests. Still, students will have to plan accordingly. In addition, all students at the Middle School have an outside reading program, which requires a regular time commitment.

D. Caution

Many students think of homework as only the next day's work. They fail to mention studying ahead of time for quizzes and tests and they often put off starting projects early. Many students claim that all their homework can be done in FLEX period or study hall, but that is usually not enough time to complete all work thoroughly and study for quizzes and tests.

APPENDIX

WAYLAND PUBLIC SCHOOLS Wayland, Massachusetts CIVIL RIGHTS LEGISLATION

Title I: *Title I of the Americans with Disabilities Act of 1990*

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.

Title II: *Title II of the Americans with Disabilities Act of 1990*

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.

Title VI: *Title VI of the Civil Rights Act of 1964*

Prohibits discrimination, exclusion from participation and denial of benefits based on race, color, and national origin.

Title IX: *Title IX of the Education Amendments of 1972*

Prohibits discrimination, exclusion from participation, and denial of benefits based on sex.

MGL, Ch. 76, Section 5: *Massachusetts General Laws, Chapter 76, Section 5*

Prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion, and sexual orientation.

Section 504: *Section 504 of the Rehabilitation Act of 1973*

Prohibits discrimination, exclusion from participation, and denial of benefits based on disability.

CONTACT PERSONNEL

	DISTRICT	MIDDLE SCHOOL
Title I	Cynthia Dunham 508-358-3773	Charlie Schlegel 508-655-6670
Title II	↓	↓
Title VI	↓	Charlie Schlegel Diana Paolitto
Title IX	↓	↓
MGL., Ch. 76	↓	↓
Section 504	Doris Goldthwaite 508-358-3756	Diana Paolitto

CHAPTER 622 OF THE GENERAL LAWS, ACTS OF 1971 AN ACT TO PROHIBIT DISCRIMINATION IN THE PUBLIC SCHOOLS

The following legislation affecting the public schools was passed in August, 1971. This law, Chapter 622 of the General Laws, Acts of 1971, is referred to as "An Act to Prohibit Discrimination in the Public Schools." The law reads as follows:

"No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion or national origin." This law, as does Federal Law Title IX, makes it clear that all aspects of public school education must be fully open and available to members of both sexes and of minority groups. No school may exclude a child from any course, activity, service or resource available in that public school on account of race, color, sex, or national origin of such child. On June 24, 1975 the state Board of Education approved regulations for Chapter 622. These regulations address five areas of school policy: school admissions, admission to courses of study, guidance, course content and extra-curricular and athletic activities.

If you have any questions or concerns regarding Chapter 622, please do not hesitate to contact your local principal. Copies of the law and the regulations can be obtained from the Bureau of Equal Educational Opportunity, 182 Tremont Street, Boston, Massachusetts 02111 (617-727-5880).

The Assistant Superintendent of Schools, Ms. Cynthia Dunham, has been appointed as the Coordinator of Chapter 622 and Title IX programs for the Wayland Public Schools. If, after contacting your local principal relative to these programs, you have further questions or concerns, you may contact her at the Office of the Superintendent of Schools, 41 Cochituate Road, Wayland, or by calling 508-358-3772.

APPENDIX

POLICY ON HARASSMENT

The Wayland Public Schools is committed to equal employment and educational opportunity for all employees and applicants, students, parents, and members of the school community, including those parties who are contracted to perform work for the Wayland Public Schools, without unlawful regard to race, color, religion, sex, national origin, age, sexual orientation, or disability in all aspects of employment and education. Members of the school community include the School Committee, administration, faculty, staff, students, and volunteers working in the schools, while they work and study subject to school authorities.

The Wayland Public Schools is also committed to maintaining a school and work environment free of harassment based on race, color, religion, national origin, age, sex, sexual orientation, or disability. The Wayland Public Schools expects all employees and other members of the school community to conduct themselves in an appropriate and professional manner, with respect and concern for their colleagues and students.

Harassment on the basis of race, color, national origin, religion, age, sex, sexual orientation, and disability for any reason or in any form is prohibited and will not be tolerated. Harassment includes verbal or physical conduct, which may or does unreasonably offend, denigrate, or belittle any individual because of any of the characteristics described above. Such conduct includes, but is not limited to unsolicited remarks, jokes, comments, innuendoes, gestures, or physical contact; or the display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation or disabled individuals or groups.

Specifically, sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct or communication is made a term or condition either explicitly or implicitly to obtain or maintain employment or educational development and opportunity, or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual, or
3. Such conduct or communications has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive work or educational environment, or
4. Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts Law, G.L.C. 119 §51A. Wayland Public Schools shall comply with Massachusetts's laws in reporting suspected cases of child abuse.

Any attempt by an employee or a student to retaliate against a person who makes, or provides information regarding a claim of harassment is also strictly prohibited. No one will be reprimanded or punished in any way for initiating a good-faith inquiry or complaint. Anyone who believes that this policy statement has been violated should follow procedures set forth in Wayland Public School's procedures for *Resolving Complaints of Harassment*. An investigation will be conducted in a timely fashion, with appropriate attention to the legitimate interests of any individual against whom a complaint has been lodged. Following the investigation, such action as is deemed appropriate will be taken.

Any employee or member of the school community found to have engaged in harassment shall be subject to sanctions, including, but not limited to: warning, suspension, or termination.

PROCEDURES FOR RESOLVING COMPLAINTS OF HARASSMENT (INCLUDING SEXUAL HARASSMENT) INTRODUCTION AND SUMMARY OF OPTIONS

The procedures described below are available whenever someone believes that a member of the Wayland Public Schools community or one of its employees has violated the school's policy on harassment. Under these procedures, someone who believes that s/he, or someone else, has been the victim of harassment is a complainant; any individual who has been accused of harassment, formally or informally, is a respondent.

The Wayland Public Schools offers a range of options when someone believes that harassment has occurred. These include: (a) individual consultation, (b) informal complaint resolution, and (c) formal complaint resolution. Each is summarized below, first briefly, and then in more detail.

Any member of the Wayland Public Schools community who seeks further information about these procedures is encouraged to contact Ms. Cynthia Dunham, Assistant Superintendent, Title VI and Title IX Coordinator (508-358-3772) or Dr. Doris Goldthwaite, Director of Student Services, Section 504 Coordinator (508-358-3756).

Below is summarized the three options available in dealing with sexual harassment.

APPENDIX

Individual Consultation - The Wayland Public Schools employs in each building person(s) who can provide informal support and guidance to members of the community concerning allegations of harassment. No written records are kept. For further information, see the following sections below: **A. Confidentiality**, and **D.1. Individual Consultation**.

Informal Complaint Resolution - A concerned individual may turn to designated Wayland Public Schools personnel for action short of a formal hearing. For a complainant, such action may include informal mediation, arranging a meeting with the respondent, and/or helping in communicating with the respondent. Written records may be kept. Taking an informal approach at the outset does not preclude formal action later. For further information, see the following sections below: **A. Confidentiality**, and **D.2. Informal Complaint Resolution**.

Formal Complaint Resolution - The formal process begins when a written, signed complaint is filed with a Wayland Public Schools administrator. The administrator, acting on information s/he has received, may also initiate the formal process on behalf of the Wayland Public Schools. Filing a formal complaint ordinarily means a full investigation by a trained investigator. If both complainant and respondent agree, the dispute may become the subject of formal mediation, involving one or more trained mediators. The dispute may also be submitted for a formal hearing. For further information, see the following sections below: **A. Confidentiality**, and **D.3. Formal Complaint Resolution**.

PROCEDURAL GUIDELINES

A. **Confidentiality** - Wayland Public Schools recognize that both the complainant and the respondent may have strong interests in maintaining the confidentiality of allegations and related information. Accordingly, unless they authorize disclosure, individuals who share information with Wayland Public Schools officials may expect that their conversations will ordinarily remain confidential. In unusual circumstances, however - when information must by law be disclosed (for example: when information received indicates a threat to safety, or when a formal written complaint has been filed) - it may be necessary to disclose it to Wayland Public Schools officials or others. An individual who has concerns about confidentiality should raise them early in the process.

B. **Legal Remedies** - An employee who has been subject to sexual harassment has several legal options. S/he may bring suit under Federal or State Sex Discrimination laws, under Massachusetts's statutes which explicitly prohibit sexual harassment, or under common law tort theories such as assault. An employee may also pursue any grievance and arbitration procedures established by a collective bargaining agreement and/or may file a charge with the Massachusetts Commission Against Discrimination ("MCAD") or the Equal Employment Opportunity Commission ("EEOC"). The MCAD and EEOC will pursue the charge with no cost to the employee.

A student who has been harassed may file a complaint under Title IX. The United States Supreme Court has held that a student may recover damages in such an action. A student may also sue under tort theories and may bring a charge with the Office for Civil Rights. Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts Law, G.L.C. 119 §51A. Wayland Public Schools shall comply with Massachusetts laws in reporting suspected cases of child abuse.

Use of these procedures does not preclude subsequent legal action. Similarly, the fact that legal action has begun or is possible does not preclude use of these procedures. Individuals may therefore wish to obtain legal advice as they consider how to proceed.

The Wayland Public Schools intends to protect the rights of all individuals who may become involved with the investigation of a complaint of sexual harassment.

C. Preventative Administrative Responsibility

1. A copy of the **Wayland Public Schools Policy on Harassment** and these **Procedures for Resolving Complaints of Sexual Harassment** is to be distributed to each employee and included in the School/Student Handbook of each school.
2. All new employees shall be given a copy of the policy within one week of their beginning employment.
3. At the beginning of each school year, each principal or supervisor shall review with all employees the procedures for registering a complaint about harassment and shall review the redresses which are available.
4. No principal or supervisor shall destroy evidence relevant to an investigation of discrimination or harassment.

D. Specific Procedures for Employees and Students

1. **Individual Consultation** - Wayland Public Schools has trained persons who can provide informal support and guidance to individual members of the community on issues of harassment. A complainant, respondent, or concerned member of the committee may make use of such persons in order to:
 - a. discuss a specific situation or incident;
 - b. learn about Wayland Public Schools **Procedure for Resolving Complaints of Sexual Harassment**;
 - c. learn about support services and resources;
 - d. get personal support and advice on how to proceed, and
 - e. determine a course of action.

APPENDIX

For example, the support person may help the complainant write a letter to the respondent or suggest ways in which the complainant can approach the respondent (the support person to one party should not, however, contact or meet with the other party). If an Informal Complaint or a Formal Complaint is lodged, the support person may accompany and assist the individual through the complaint resolution process.

No written records of individual consultations are kept. For further information on confidentiality, see the Confidentiality section above.

The names, titles and telephone numbers of individuals trained to serve as support persons are listed in the attachment.

2. **Informal Complaint Resolution** - Sometimes harassment issues are easier to resolve when an informal atmosphere encourages people to identify the difficulty, talk it out, and agree on how to deal with it. Informal Complaint Resolution is available to a complainant who seeks the help of a specially trained school official, but does not wish to file a formal complaint. Written records may be kept (**see section A. Confidentiality**).

All the services available through individual consultation - information, advice, and support - are also available here to the complainant, the respondent, or a concerned community member. In addition, depending on the circumstances, the following options are also available:

Informal investigation, in which one of the designated school officials speaks with the parties and with other individuals who may have information about the situation.

Informal mediation, in which a school official may help the complainant bring the problem to the respondent's attention, speak with the respondent and other witnesses, and help the parties arrive at a mutually-acceptable solution. Such a resolution may or may not entail a face-to-face meeting of the complainant and respondent. Mediation should be conducted only with the consent of both parties.

School officials authorized to engage in **Informal Complaint Resolutions** are listed in the attachment.

Possible conflicts exist between the roles of support person, investigator, and mediator. A school official who foresees such a conflict should avoid it by requesting assistance from another designated official. The individual should also call any such conflict to the attention of the officials involved. Each designated school official may, as needed, convene a meeting of other such officials.

Throughout the Informal Complaint Resolution process, the complainant and respondent may each be accompanied by the support person from the individual consultation stage, another adviser, or another support person from the school community.

3. **Formal Complaint Resolution** - Anyone who believes that harassment has occurred may choose, either initially or after having sought to resolve the matter informally, to bring a complaint through the Wayland Public Schools formal procedures, one outcome of which may be disciplinary action against the respondent. The purpose of the Formal Complaint Resolution process is to ensure prompt, fair, and formal resolution of a complaint of harassment.

Please consult the Wayland Public Schools **Administrative Procedures: Complaints Regarding Personnel**, a copy of which is included.

E. Resources

1. Community Resources

Middlesex District Attorney Victim/Witness Bureau: 494-4430

Town of Wayland Youth and Social Workers: (508) 358-7701 ext 126

2. Wayland Public Schools contacts for information and advice include the following Title VI, Title IX, and Section 504 building representatives:

- a. High School: Mr. Charles Ruopp, Principal: 508-358-3705
Ms. Virginia Buckley, Guidance Counselor: 508-358-3711
Mr. James Griffin, Guidance Counselor: 508-358-3710
- b. Middle School: Dr. Charlie Schlegel, Principal: 508-655-6670
Dr. Diana Paolitto, Guidance Counselor: 508-655-6670
- c. Claypit Hill: Ms. Debbie Bearse, Principal: 508-358-7401
Ms. Suzanne Bernstein, Guidance Counselor: 508-358-7401
Mr. Michael Hehir, Guidance Counselor: 508-358-7401
- d. Happy Hollow: Mr. Brad Crozier, Principal: 508-358-2120
Mr. Conrad Gees, Teacher: 508-358-2120
Ms. Ruth Brenneman, Teacher: 508-358-2120
- e. Loker: Ms. Susan Abrams, Principal: 508-655-0331
Ms. Kathleen McLean, School Psychologist: 508-655-0331
- f. Central Office: Ms. Cynthia Dunham, Assistant Superintendent: 508-358-3772
Dr. Doris Goldthwaite, Director of Student Services: 508-358-3756

3. Personnel Authorized to Engage in Informal Complaint Resolution:

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- a. Ms. Cynthia Dunham, Assistant Superintendent
- b. Dr. Doris Goldthwaite, Director of Student Services
- c. Ms. Debbie Bearse, Claypit Hill Principal
- d. Mr. Charles Ruopp, High School Principal
- e. Dr. Charlie Schlegel, Middle School Principal
- f. Ms. Susan Abrams, Loker Principal
- g. Mr. Brad Crozier, Happy Hollow Principal

CHAPTER 536, THE COMMONWEALTH OF MASSACHUSETTS 1985 AN ACT PROHIBITING THE PRACTICE OF HAZING

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows: Chapter 269 of the General Laws is hereby amended by adding the following three sections:

Section 17. Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term "hazing", as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects each student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.

Section 19. Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledgee or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The board of regents and in the case of secondary schools, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

NOTICE TO PARENTS

Curriculum Exemption

Massachusetts General Law Chapter 71, Section 32A

Parents have the right:

1. to exempt their children from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, through written notification from the parent/guardian to the school principal; and
2. to inspect and review program instruction materials for these curricula.

School officials will:

1. provide reasonable access to these materials;

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2. notify parents of curricula which pertains to sex education; and
3. ensure that parents know how to exercise their rights relative to this law.

Standardized Testing Programs, 2006-2007

Massachusetts Comprehensive Assessment System (MCAS) - Spring 2007

Test	Administration Dates	Who Participates
ELA Language and Literature	March 19 - April 4	Grades 4, 5, 6, 7, 8
ELA Composition Sessions A & B	March 20	Grades 4, 7, 10
Math	May 14 - 31	Grades 3, 4, 5, 6, 7, 8
Science & Tech/Eng.	May 14 - 31	Grades 5, 8
History and Social Science (Pilot Test)	May 14 - 31	Grades 5, 7

Student Record Regulations

Student Rights

Rights belong to students upon reaching 14 years of age or upon entering the ninth grade, whichever comes first.

1. Student records consist of two parts: the transcript (contains minimum information necessary to reflect the student's educational progress - name; address; course titles; grades; course credit; grade level completed; year completed) and the temporary record (contains all other information - standardized test results; class rank; school-sponsored extra-curricular activities; evaluations and comments by teachers, counselors, and other persons; disciplinary records).
2. Student transcripts may only be destroyed 60 years following graduation, transfer, or withdrawal from the school system.
3. When a student transfers, the school district should keep the original transcript and send a copy of the transcript to the new school.
4. School districts must provide written notification of the anticipated date of destruction of students' temporary records. Notice in the newspaper is not sufficient. Notice should be included in graduation packets, and must also be given to a student at the time of transfer or withdrawal from the school system. (When a student leaves the system to begin home schooling, the principal should provide written notice.)
5. School districts must keep temporary records for seven years after the submission of the annual End of Year Pupil and Financial Reports. The data to keep pertains to registers, pupil census, IEPs, etc. that substantiate figures on reports.
6. If immunizations are administered in the district, documentation must be kept for 10 years following the calendar year in which the vaccine was administered.
7. Health records of a transferring student should be sent by the school nurse directly to the school nurse of the new school.
8. As per 603 CMR 23.00: Student records, except for the provisions of CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. Exceptions include the policy of this school to forward student's records to schools in which a student seeks or intends to enroll. For a complete copy of regulations regarding the release of student records, you may contact your child's school or see the regulations at www.doe.mass.edu/lawsregs/603cmr23/studrecscmr.html.

If you have any questions regarding the student records policy or desire more detailed information concerning the state regulations, please contact the Guidance Office.

POLICY STATEMENTS

- I. The Wayland School Committee has seat belts on Town-owned school buses and those buses in regular service by the Town's school bus contractor as a convenience for those students who choose to use seat belts. The contractor's reserve buses, which are available to the Town for emergency use, may not be equipped with seat belts. State law provides that a percentage of students on a school bus will be permitted to stand and this practice will continue. A student's use of seat belts, therefore, is neither guaranteed nor compulsory. The decision to use seat belts will be made solely by students and their parents.

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- II. Vocational-Technical Education - Wayland is a member of the Minuteman Regional Vocational-Technical High School District. Minuteman has programs in four major divisions - commercial, construction, auto-metals and science-technology. Minuteman's Program Guide states "high school students who choose to attend Minuteman Tech. as their public high school take regular academic courses and also learn skills leading to employment in one or more of 21 vocational-technical areas." Examples of areas of concentration in three of the four major divisions are cosmetology, printing, electrical, carpentry, plumbing, culinary-hotel, welding and auto mechanics. The fourth division provides students the opportunity to specialize in computer programming, information processing, electronics and electro-mechanical technology and robotics. Middle School counselors work closely with students and their parents in considering Minuteman as a potential alternative for 9th grade placement. High School counselors continue to explore Minuteman programs with those students who are interested.
- III. Only medication that is considered absolutely necessary by the prescribing physician will be administered during school hours. Whenever possible the medication schedule should be arranged so that it may be taken at home.
- Procedure:**
1. The medication will be administered only by the school nurse. **The nurse is present in the school daily.**
 2. All medication must be accompanied by instructions from the prescribing physician noting the following: name of pupil; name of drug; indications for administration; dosage; time(s) of administration; duration of treatment; and name of prescribing physician.
 3. The medication must be in a container, appropriately labeled by the pharmacist.
 4. The responsible parent or guardian must complete a form authorizing the administration of the medication in school. These forms are available at the school.
 5. This parental permission must be submitted at the initiation of treatment and renewed at the beginning of each school year or more frequently at the discretion of the school nurse.
 6. The parent or guardian is responsible to ensure that the supply of medication kept in the school is adequate and that the permission forms are completed as required.
 7. Medications should be brought to the Health Room by the parent or guardian and will be kept under lock. **No medications are to be carried by the pupil.**
 8. The school nurse will discard all medications not removed by the responsible parent at the end of the school year.
- IV. In order to best serve the medical needs of our students, it is very important to keep the health office informed of any changes in health status. Also, all medical exemptions from physical education beyond one week must have a note from the health care provider with duration of excuse noted. If this is unknown, then a letter permitting return must be provided prior to participation.

CONDUCT

The Educational Reform Act of 1993 was passed in June of 1993 and the following rules and regulations are now the law at the Commonwealth of Massachusetts.

The superintendent of every school district shall publish the district policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

- a. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- b. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b); provided, however, that any principal who decides that said student should be suspended shall state in writing to the school committee his reasons for choosing the suspension instead of the expulsion as the most appropriate remedy. In this

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statement, the principal shall represent that, in his opinion, the continued presence of this student in the school will not pose a threat to the safety, security and welfare of the other students and staff in the school.

- d. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the superintendent of the sending school shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.

SECTION 37. Section 37L of said chapter 71 of the *General Laws*, as appearing in the 1990 Official Edition, is hereby amended by adding the following paragraphs:

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapons report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of social services, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record of entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

Rules Governing Student Behavior Mandated by Massachusetts School Reform Act of 1993

1. **Weapons** - Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife may be subject to expulsion from the school or school district by the principal.
2. **Drugs** - Any student who is found on school premises or at school sponsored or school related events including athletic games in possession of a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
3. **Assault** - Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal. Any student who is charged with a violation of either paragraph 1, 2, or 3 shall be notified in writing of an opportunity for a hearing provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

Suspension

1. Suspension from school means that the pupil is excluded from school for a set number of days. The principal or designee has the authority to suspend a pupil from school.
2. Suspension is one of the most serious disciplinary measures taken. A student will receive an explanation of the charges against him/her and have an opportunity to present his/her side of the story before an impartial official before suspension takes effect. Suspension may be served in one of two ways: in school or at home, depending on the severity of the offense.

Appeals Procedure

1. Due process refers to the rights of a pupil to a hearing before being suspended or expelled from school.

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2. Before suspension, the principal or designee must give the pupil an informal hearing at which the pupil will be notified of the charges and given the opportunity to defend him or herself.
3. In the case where the assistant principal is suspending a pupil and the pupil has serious questions about the fairness of the charges, that pupil has a right to request a hearing with the principal.
4. In the case where the principal is suspending a pupil and the pupil has serious questions about the fairness of the charges, that pupil has a right to request a hearing with the superintendent of schools.

Law Governing the Discipline of Special Needs Students

All students are expected to meet the requirements for behavior as set forth in this handbook. Chapter 71B of the Massachusetts General Laws, known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Educational Plan (IEP), or for students who have not yet been determined eligible for special education and related services but about whom the school district had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action. The following additional requirements apply to the discipline of special needs students:

1. The I.E.P. for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the I.E.P.
2. When it is known that the suspension(s) of a special needs student will accumulate to ten days in a school year, a review of the I.E.P. as provided in Section 333 of the Chapter 766 Regulations will be held to determine the appropriateness of the student's placement or program. The Team will make a finding as to the relationship between the student's misconduct and his/her handicapping condition and either:
 - a) design a modified program for the student or:
 - b) write an amendment to provide for the delivery of special education services during the suspension and any needed modification of the I.E.P. relative to discipline code expectations.

In addition, the department of education will be notified as required by law, and the procedures promulgated by the Department of Education for requesting approval of the alternative plan will be followed.

Wayland Public Schools Acceptable Use Policy

Computer, Network & Internet Use - - Terms and Conditions

The purpose of the Wayland Public Schools computer network is to advance and promote teaching and learning and to provide access to a wide variety of educational resources. Wayland Public Schools (WPS) is committed to providing a robust information technology environment to support its students and faculty in the pursuit of their academic and instructional objectives. All those who use the information technology resources at WPS must comply with the written policies covering their use as well as the spirit and intent of those policies.

1) **Acceptable Use** - Wayland Public Schools information technology may be used for educational purposes ONLY. All other uses are prohibited. All use must be in support of education and research and consistent with the educational objectives of the Wayland Public Schools. Use of the networks or computing resources of other organizations must comply with the rules appropriate for that network or organization. Transmission of any material in violation of any national or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret.

2) **Privileges** - The use of school computers is a privilege, not a right, and inappropriate use will result in a cancellation of that privilege. The system administrators, with school system administrators, will deem what is inappropriate use based on this policy. The administration, faculty, and staff of WPS may request the system administrator to deny, revoke, or suspend specific user accounts/access for misuse of said access. Students may visit only Internet sites that support education and research and are consistent with the educational objectives of the Wayland Public Schools. Further, access to computers and the Internet is at the discretion of the teacher/staff person monitoring that area. Students are prohibited from using or remotely accessing equipment, network resources, or software that are reserved for use by teaching and administrative staff.

3) **Computing and Network Rules**

- a) Use the computing facilities of WPS and the network only for academic and instructional objectives. Use of the network for political activity, financial gain, commercial activity, or illegal activity, e.g. hacking is expressly prohibited.
- b) Do not use a computer to harm other people or their work.
- c) Do not damage the computer or the network in any way.
- d) Do not interfere with the operation of the network in any way. This includes installing shareware, freeware, illegal software or software that you own personally.
- e) Do not violate copyright laws. This includes the copying and/or downloading of commercial software or other material (e.g. music) in violation of federal copyright laws.
- f) Do not view, send, or display offensive messages or pictures.
- g) Do not share your account or password, nor use the password or account of another person.
- h) Do not waste limited resources such as bandwidth, disk space, or printing capacity.
- i) Do not trespass in the folders, work, or files of others.
- j) Do notify an adult immediately, if by accident, you encounter materials that violate the rules of appropriate use.
- k) Do not alter or attempt to bypass any computer or network security settings.
- l) Do not access material that is profane, vulgar, or obscene (pornography), that advocates or condones the commission of unlawful acts (illegal), or that advocates or condones violence or discrimination towards other people (hate literature).

Wayland Public Schools Acceptable Use Policy

m) Do not give your phone number or address to anyone on the Internet and never agree to get together with someone you have "met" on the Internet without first checking with your parents.

5) **No Warranty** - WPS makes no warranties of any kind, whether expressed or implied, for the service it is providing. WPS will not be responsible for any damages you suffer. This includes loss of data resulting from delays, nondeliveries, mis-deliveries, or service interruptions from any cause. Use of any information obtained via the Internet is at your own risk. Wayland Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its services.

6) **Privacy** - All users of WPS computing facilities should be aware that information accessed, created, sent, received, or stored on the network and/or on all WPS computers is not private. Network system administrators may review files to maintain system integrity and to insure responsible use.

7) **Security** - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the school network or Internet, you must notify a system administrator or the Technology Director. Do not demonstrate the problem to other users. Attempts to log on to the school network as a system administrator or as *any other user* (other than yourself) will result in cancellation of user privileges. Do not share your password with anyone and log on only on your own account. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the school network and/or the Internet.

8) **Filtering of Internet Content** - WPS uses network software to filter or block obscene material, pornographic material, and other material that is harmful to minors, as required by the Children's Internet Protection Act. Efforts to circumvent or tamper with the effectiveness of the filtering system are prohibited and may lead to disciplinary consequences. If a site is being blocked by the filtering software and a teacher or staff member wishes to access it for sound educational purposes, they may request to have the site unblocked. Such requests should go through the school Technology Specialists or the technicians. If there is doubt whether the content is appropriate, the superintendent of schools will be the final arbiter.

9) **Vandalism** - Vandalism will result in cancellation of privileges and could result in financial responsibility for any damages. Vandalism in terms of computers has many definitions. Vandalism is considered to include the following: altering the desktop or system folder of the workstation computer, attempts to bypass district security of same, attempts to discover or use the passwords of other users, attempts to disable the accounts of others, any physical damage to the equipment of Wayland Public Schools, and any attempt to harm or destroy data of another user on your network or over the Internet, and this includes, but is not limited to the uploading or creation of computer viruses.

10) **Consequences** - Violations of any aspect of the Acceptable Use policy may result in loss of access. Additional disciplinary action may be determined at the building level in keeping with existing rules of behavior and consequences as set forth at that school. When applicable, legal authorities may be contacted.